Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 4920

**COURSE TITLE:** Clinical Residency– All Special Education Sections

**CREDIT HOURS:** 9

**PREREQUISITES:** Senior Standing, Admission to clinical residency (COE), Departmental approval, Clear background check

**CO-REQUISITES:** RSED 4140

# **University Supervisor Information**

Dr. Brumbeloe Schweck

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(334)844-3588

[kschweck@auburn.edu](mailto:kschweck@auburn.edu) – I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment.

2. **TERM**: Fall 2022

**DAY/TIME**: Mon-Fri all day, follow teacher schedules, any school functions after hours, Weekly Meetings Mondays 6:00-8:00 p.m., Zoom. Additional meetings may be called if needed. Attendance at these meetings is required. Students must ensure that our online meetings are conducted in private and all information from meetings is kept confidential. In the case schools close, participation in virtual learning environments with your placement(s) is required.

**SYLLABUS PREPARED**: July 2022

3. **TEXTS**: -COE Clinical Residency and Special Education Program Handbooks

-Active student membership to the Council for Exceptional Children (national and local chapters) required

4. **COURSE DESCRIPTION**: Comprehensive on-the-job experiences with individuals with disabilities in a school, college, or community-based social service setting. Intensive supervision of candidate’s application of cumulative learning from special education program.

5. **COURSE OBJECTIVES:** This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual candidates, as well as the specific programs.

**All candidates will**:

1.1.1. Understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.1.2. Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2.1.1. Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.1.2. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.1.3. Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

3.1.1. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]

3.1.2. Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.1.3. Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4.1.1. Select and use technically sound formal and informal assessments that minimize bias.

4.1.2. Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.1.3. Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.1.4. Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5.1.1. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)

5.1.2. Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.1.3. Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.1.4. Use strategies to enhance language development and communications skills of individuals with exceptionalities.

5.1.5. Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.1.6. Teach to mastery and promote generalization of learning.

5.1.7. Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.1.1. Use Professional Ethical Principles and Professional Practice Standards to guide their practice.

6.1.2. Understand how foundational knowledge and current issues influence professional practice.

6.1.3. Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.1.4. Understand the significance of lifelong learning and participate in professional activities and learning communities.

6.1.5. Advance the profession by engaging in activities such as advocacy and mentoring.

6.1.6. Provide guidance and direction to paraeducators, tutors, and volunteers.

7.1.1. Use theory and elements of effective collaboration.

7.1.2. Serve as a collaborative resource to colleagues.

7.1.3. Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**Candidates in early childhood special education (P-3) will also:**

1.2.1. Support and facilitate families’ and caregivers’ roles in providing developmentally appropriate learning experiences addressing all areas of development.

1.2.2. Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; and gross and fine motor skills.

2.2.1. Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities.

2.2.2. Implement basic health, nutrition, and safety management procedures for all children.

2.2.3. Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.2.4. Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

3.2. Determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.

**Candidates in collaborative special education (K-6) will also:**

2.3.1. Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.3.2. Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

**Candidates in collaborative special education (6-12) will also:**

2.4.1. Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.4.2. Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

3.3. Provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.

4.2. Select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

5.2.1. Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.

5.2.2. Teach and promote self-determination and self-advocacy skills.

7.2. Cooperate with other agencies to address post-school outcomes.

6. **COURSE CONTENT:** Each candidate will be placed in an approved clinical residency site in their area of specialization in compliance with certification requirements. The candidate will be supervised by a clinical educator or mentor and a university supervisor. According to Alabama State Department Teacher Education chapter, the clinical residencies “shall be full-time in the schools for a full semester in the teaching field for which certification is sought and which may include more than one classroom or grade level, with experiences of the candidate progressing to the full responsibilities of the educator for at least 20 full days including at least 10 consecutive days”.

All known dates are listed in Assignments/Evaluation Table on following pages. Dates and times are subject to change.

| Date | Description |
| --- | --- |
| Monday 8/15/22  Time and location TBA | Mandatory COE Orientation meeting |
| Monday 8/15/22  2:00 p.m.-4:00 p.m.  Zoom | Mandatory with University Supervisor: Welcome and Overview, program specific information |
| Tuesday 8/16/22 | First Day of Clinical Residency (Report to first placement) |
| Weekly Meetings  Mondays 6:00-8:00 p.m.  Zoom  Exception: Will meet Tuesday 9/6 instead of Monday 9/5. Other changes will be announced if necessary. | Will discuss syllabus, experiences, and upcoming assignments and responsibilities.  Important Dates-   * *Mandatory edTPA meetings* will occur in conjunction with our weekly meetings * *Start second site:*   Collaborative-10/10/22  EC/K-6 -10/31/22  *COE Interview Day:* 10/5 by COE |
| Wednesday 12/7/22 | Due: All Clinical Residency Portfolio Items on Box.com |
| Time and Location TBA by COE | COE Exit Meeting – usually only required if you haven’t submitted your clinical residency binder on TK20 by the deadline. |

7. **Course Requirements:** Candidates are required to meet essential functions of a special education teacher as defined by the schools and adhere to the negotiated requirements with their clinical residency site as well as the requirements listed in this syllabus and the College of Education Clinical Residency handbook.

The responsibilities assigned to a candidate are equivalent to the responsibilities of a full-time position. Satisfying the clinical residency requirements in a satisfactory manner requires that you devote a considerable amount of time and effort to your teaching responsibilities. During your clinical residency, you are advised to limit your involvement in any additional responsibilities such as part-time employment if at all possible.

1. **Attendance Requirements**
2. Attend the college’s Clinical Residency Orientation Meeting at the beginning of the semester and the exit meeting at the end of the semester.
3. Follow your school’s calendar beginning with the first-class day of Auburn’s semester through the final class day of Auburn’s semester. You will not follow AU’s calendar of holidays. During spring semester, students placed in community-based settings who are not scheduled to have a spring break may take a week-long break in between placements or with AU’s spring break.

Note: A maximum of five days may be used to attend clinical residency related activities not at the school site (e.g., Interview Day, group meetings of candidates on campus) at the discretion of your supervisor. In the event, that Auburn University moves to all remote due to COVID-19, you will be expected to continue in your clinical residency placement in your assigned placements. In the event that your placement moves to remote due to COVID-19, you will be expected to work with your clinical educator (cooperating teacher) in the delivery of remote instruction. Any disruptions in your placement due to COVID-19 should be addressed with your university supervisor. Please remember, you are required to be full-time in the school for a full semester in the teaching field for which you are seeking certification. If there is an unavoidable reduction of the full semester due to COVID–19, you will be notified by your university supervisor per guidance from the Office of Student Services.

1. Be prompt and regular in attendance; follow the schedule expected of clinical educators. Attend weekly clinical residency meetings and edTPA meetings. Note: Absences should not occur except for emergencies (e.g., sickness, death in the immediate family). If an absence is unavoidable, contact your clinical educator and university supervisor. You are required to make-up absences. If you have not fulfilled this requirement by the last day of AU classes, you will attend the Clinical Residency Evaluation Meeting at the end of the semester then return to the school site to complete the attendance requirement. All required days must be completed within the clinical residency semester. If you have absences related to COVID-19 please notify your clinical educator (cooperating teacher) and university supervisor immediately. Extensive absences due to documented COVID-19 will be addressed on a case-by-case.
2. Due to COVID-19, extra safety precautions may be in place at your school site. You are required to follow all safety protocols in place from the first day you arrive at the school. This may include but not limited to: practicing social distancing, completing a self-screening protocol, and wearing personal protective equipment (PPE). If you have any questions, please reach out to your university supervisor.
3. Attend all school functions that your clinical educator is required to attend (e.g., faculty meetings, PTA meetings, school/community events, IEP meetings, etc.).
4. **Teaching Requirements**
   1. Work with your clinical educator to develop a schedule of teaching responsibility that includes a minimum of 20 full days of teaching (at least 10 days must be consecutive). Candidates majoring in collaborative special education will complete 10 days of independent teaching at each site. Candidates majoring in early childhood/K-6 will complete all 20 days in their school setting. *Any candidate who is absent from their 10-consecutive day assignment for one day, for a reason deemed acceptable by both the unit and the partner school, may exercise full responsibilities on the eleventh consecutive day.*
   2. Fulfill all responsibilities and tasks assigned by your clinical educator, school administrator(s), and university supervisor including lesson plans, grading, reflections, classroom maintenance, etc.
   3. Keep in mind that communication is key to a successful clinical residency. Ask questions, solicit feedback, and accept constructive criticism of your performance in a professional manner. Work with your clinical educatorand university supervisor to resolve clinical residency concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your clinical residency. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor apprised of the situation. If an issue relates to clinical residency requirements or supervision, share your concerns with your university supervisor. If issues are not resolved through these efforts, share your concerns with the unit leader in the department in which your program is located. If they are unavailable or you believe the issue is not resolved, you may contact the Interim Dean through the Office of Student Services.
   4. The responsibilities assigned to a candidate are equivalent to the responsibilities of a full-time position. Satisfying the clinical residency requirements in a satisfactory manner requires that you devote a considerable amount of time and effort to your teaching responsibilities. During your clinical residency, you are advised to limit your involvement in any additional responsibilities such as part-time employment if at all possible.
5. **Dual Placement Requirements**
   1. Duties will differ at each site. Assignments are similar and listed in this syllabus. Any adjustment to assignments due to type of placement must be approved by university supervisor in advance.
6. **Clinical Residency Key Assessments**
   1. Holistic Assessment of Candidate Performance Assessment

*Complete this assessment form as a self-assessment prior to beginning your clinical residency. Your clinical educator and university supervisor will use it to provide you with feedback on your performance at the midpoint and at the end of your clinical residency semester. You will also complete a self-evaluation using this assessment at midterm and final.*

* 1. Personal and Professional Dispositions Assessment (PPDA)

*This evaluation is used to provide you with feedback on your professional dispositions. Complete this assessment form as a self-assessment prior to beginning your clinical residency. Your clinical educator and university supervisor will complete it at least at midpoint and the end of your clinical residency semester. You will also complete a self-evaluation using this assessment at midterm and final.*

* 1. Planning for Instruction Assessment

*Will be used for each formal classroom observation. Supervisor, clinical educator, and candidate will complete one per observation.*

* 1. Pedagogical Content Knowledge Observation Instrument

*Will be used for each formal classroom observation. Supervisor, clinical educator, and candidate will complete one per observation.*

* 1. Classroom Observation Instrument

*Will be used for each formal classroom observation. Supervisor, clinical educator, and candidate will complete one per observation.*

* 1. edTPA

*Complete and submit for official scoring by Pearson by the deadline(s) specified by your edTPA coordinator(s). Upload the email verification form from Pearson into the Tk20 system following the instructions in your COE handbook or according to the emailed instructions that you receive from the Director of Assessment. A passing score will be required to be be recommended for certification with ALSDE. Submission verification and all tasks will also be uploaded to box.com.*

The final clinical residency grade (S/U) is determined by the university supervisor and the clinical educator at the end of the semester. Grades will be assigned based on the following:

* Satisfactory completion of attendance requirements (full-time/full semester)
* Satisfactory completion of teaching requirements (taught 20 full days, including 10 consecutive days)
* Satisfactory completion of all clinical residency key assessments (*Implementation of Professional Practice/Competent*)
* Verified edTPA submission on TK20 and Box.com
* Clinical Residency Portfolio completed satisfactorily (*Competent or Exemplary*) and submitted on Box.com
* Final attendance submitted on Box.com
* Calculation of points according to the syllabus

## **Assignments and Evaluations**

All assignments are due by the date and time listed in Canvas. All forms and grading rubrics are available on Canvas. You are welcome to turn assignments in early when appropriate.

Please be sure to allow yourself plenty of time in case of any Canvas issues. Screenshots to document Canvas errors will not be accepted to excuse tardiness of assignments.

If the clinical educator feels that the specific nature of the clinical residency placement warrants adaptations or modifications of any of these assignments, he/she should contact the university supervisor and new requirements will be established according to the unique characteristics of that particular setting. See following table.

| **GENERAL ASSIGNMENTS** | | |
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| **Assignment and Due Date** | **Description** | **Possible Points** |
| Memorandum of Understanding and Syllabus Signature Page  DUE: 8/16 | Sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas. | No points. Must submit to begin clinical residency. |
| Introduction Letter to Parents and edTPA consent forms  DUE: 8/22  To be sent home no later than 8/29 | Create and send home with learners a letter introducing yourself, explaining the edTPA, and requesting consent for edTPA recording. Use the guidelines provided to you in your edTPA meetings. Submit the completed letters and forms after receiving clinical educator and university supervisor approval. | No points. Required to maintain status as a candidate in clinical residency. |
| Attendance Verification  DUE: Weekly beginning 8/22 on Canvas and final copy to Box on 12/7 | Complete the attendance verification form daily. Have your clinical educator initial the form weekly to verify your attendance and sign the bottom of each page when a page is completed. You will submit the form weekly on Canvas as well as an electronic copy of your final attendance verification on Box at the end of the semester. | 100 points |
| Emergency Contact Information  DUE:  Site 1: 8/22  Site 2:  Collab- 10/17  EC/K6- 11/7 | Complete the form found in the clinical residency handbook. Provide one copy to your school secretary and one copy to your clinical educator. Scan in and submit on Canvas. | 20 points each |
| Weekly Schedule and Contact Information  DUE:  Site 1: 8/29  Site 2:  Collab- 10/17  EC/K6- 11/7 | Provide personal contact information, clinical educator contact information, name of school principal, and any holidays, field trips, assembly dates, etc.  List all of the times you will be at your clinical residency site broken into 30-60 minute increments. Briefly describe what you will be doing during each of those times as well as the room number where you will be and the name(s) of the clinical educator(s) with whom you will be working. Submit the complete form on Canvas.  If your schedule changes, please resubmit your schedule and notify your university supervisor.  During early intervention placements, this schedule will be re-submitted weekly using one assignment link. | 50 points each |
| School Emergency Information  DUE:  Site 1: 8/29  Site 2:  Collab- 10/24  ECSE: N/A | For each site, make copies of the school’s emergency procedures for severe weather, fire, and intruder. You must describe signals/sirens, specific procedures to follow, and evacuation routes/destinations. Submit on Canvas.  Not required for early intervention placements. | 20 points each |
| Lab Student Responsibilities  DUE: Weekly beginning 8/22 | Complete this form with your clinical educator to designate what is expected of you throughout your placements. This is not a reprint of your schedule. It is acceptable to plan for multiple weeks at a time, but it must be updated and submitted on Canvas at least every week. It is acceptable for revisions/updates to be made. Submit on Canvas with clinical educator initials weekly and a signature at the end. | 10 points each |
| Exit Surveys  DUE: 11/28 | Complete COE field experience surveys on TK20 as well as departmental surveys on Qualtrics (link will be emailed to you or posted in an announcement). | No points – Must complete to pass |

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| **CLINICAL RESIDENCY PORTFOLIO COMPONENTS**  **All items will be scored with points where applicable and using the Clinical Residency Portfolio Rubric. Candidates must meet “competent” in all areas of the CR Portfolio Rubric to pass clinical residency** | | |
| CEC Membership and Participation   1. Membership and Publicity Release DUE 8/22 2. CEC Participation Verification DUE 11/28 | 1. Candidates are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit (on Canvas) a Publicity Release for CEC activities AND verification of your student membership by submitting screenshots from the website that show: Membership number Membership type Chapter Expiration date of membership   Local dues must also be paid yearly.   1. As developing professionals in the field of special education, all candidates are expected to attend AU CEC chapter meetings throughout the semester. These meetings will provide opportunities to demonstrate commitment to the field through professional development and service opportunities. Dates/times will be announced early in the semester. University- approved excuses or evidence of a conflicting AU class are required in the case of unavoidable absence. Local chapter dues are paid yearly.   You will submit the CEC Participation Verification Form by the end of the semester. | No points. Required to pass clinical residency.  This requirement will be evaluated using the Personal and Professional Dispositions Evaluation (Indicators 4 and 5) and the Clinical Residency Portfolio Rubric. |
| Self-Evaluations and Semester Goals  DUE:  See next column | Placement 1:  1)Initial Self-Assessment - Evaluate yourself using the *Holistic Assessment of Candidate Performance* and the *Personal and Professional Dispositions Assessment* based on previous experiences. **Due 8/22**  2) Complete the *Self-Assessment Form:*  (a) describe your strengths and weaknesses andestablish a professional goal with a condition, behavior, and criteria. (2 professional goals for EC/K6) **Due 8/29**  (b) Develop an action plan with clear, observable steps that might lead to mastery of your goal(s) for the first half of the semester (first site) with your clinical educator. **Due 9/6**  (c) Regularly note your progress toward achieving the steps in your action plan.  (d) Report progress on your goal and reflect. Include what you would repeat and what you would change for next time. Identify any barriers you faced and how you might anticipate them in the future and decrease the likelihood they would impede your progress on future goals. **Due 10/10 for Collaborative and 10/31 for EC/K6**  Placement 2: Collab Only  Using most recent clinical educator and supervisor evaluations, complete the *Self-Assessment Form:*  (a) describe your strengths and weaknesses andestablish a professional goal with a condition, behavior, and criteria. **Due 10/24**  (b) Develop an action plan with clear, observable steps that might lead to mastery of your goal for the second half of the semester (second site) with your clinical educator. **Due 10/31**  (c) Regularly note your progress toward achieving the steps in your action plan.  (d) Report progress on your goal and reflect. Include what you would repeat and what you would change for next time. Identify any barriers you faced and how you might anticipate them in the future and decrease the likelihood they would impede your progress on future goals. **Due 11/28 for Collaborative** | 25 points each |
| Special Education Process Participation Documentation  DUE:  Parts 1-3- ongoing beginning week 1  Part 4 – 11/28 on Canvas | Print the form from Canvas and keep it in your notebook. Document your participation in the activities throughout each site and have your clinical educator verify with a signature. Complete two forms. One for each site.  Part 1: Review special education paperwork including student IEP/IFSP goals and objectives. Participate in data collection/assessment on a regular basis as directed by your clinical educator. Document your participation on the form with your clinical educator(s).  Part 2: Participate in the development of special education paperwork (e.g. meetings, writing drafts, trainings). Document your participation on the form with your clinical educator(s).  Part 3: Enter information into PowerSchool or other applicable system (early intervention). Document your participation on the form with your clinical educator(s).  Submit the completed Special Education Process Participation Documentation Form on Canvas. Once graded, submit to Box. | 150 points total |
| Weekly Candidate/Clinical Educator Conference Forms  DUE: Weekly beginning 9/6 | Provide your clinical educator with multiple copies of the form found on Canvas with all demographic information already completed. Ask your clinical educator to record overall comments about your performance, target areas of growth, and an action plan (if necessary). After discussing this feedback with your teacher, reflect on the feedback in writing. Submit the form from your teacher and either a separate document that contains your reflection or your reflections in the comment section of the assignment link on Canvas. Be sure to obtain the required signatures from you and your clinical educator. | 25 points each |
| IEP/IFSP Goal Instruction, Data Collection, and Data Reporting  DUE:  Site 1: 9/12  Site 2:  Collab- 11/7  ECSE: 11/14 | Provide an explanation of how your clinical educator monitors their caseload and addresses IEP/IFSP goal instruction, data collection, and data reporting. Provide descriptions of how IEP/IFSP goals are addressed in each placement. Include information related to instruction, data collection, reporting progress. This should include individuals involved, methods used, and settings in which these take place. When do you address instruction on IEP/IFSP goals? What do you do with data collected from informal and formal assessments? Does it inform instruction? Do you report it to parents? How do you collect the data and how do you report it? Use form titled *IEP/IFSP Goal Instruction and Progress Monitoring.* | 25 points each |
| Lesson Plans and Reflections/ Independent Teaching  DUE:  Lesson Plans-Sundays by 11:59 p.m. prior to implementation to supervisor via Box.com. Must be approved by clinical educator prior to submitting.  Reflections-  Mondays following implementation by 8:00 a.m. to supervisor via Box.com. | **Everyone-**  Remember- you must complete a minimum of 20 days of independent teaching. This means you are taking full responsibility for the daily schedule and your clinical educator’s responsibilities for each of these days. **10 of these must be consecutive.** You must have a lesson/service plan for every part of your schedule for all 20 days.  You may complete additional days without submitting lesson plans to your supervisor. This is highly encouraged so that you maximize your clinical residency experience.  Lesson Plans:  Write lesson plans for ALL activities during your 20 days of independent teaching using the Alabama Course of Study/Standards, the Extended Standards, the Skills of Teachers of Reading, and/or curriculum-based assessments introduced to you in your courses. Lesson plans should be typed into the lesson plan form provided on Canvas. An alternate form is available for inclusion and resource settings. You must obtain permission from your university supervisor to use the alternate form. It is highly recommended that you review the *Planning for Instruction* and *Pedagogical Content Knowledge Observation Instruments and addendums* before and during lesson plan construction.  When submitting lesson plans on box use the following format: Lastname\_LP\_Date OR Lastname\_Ref\_Date. Upload one document per day of independent teaching (combine all lesson plans from one day into a single document in the order you will teach).  Reflections:  Using the *Reflections on Independent Teaching* form, reflect on each lesson/activity/time period during your 20 days of independent teaching (typed or written). You are expected to:   1. Describe specific anecdotes. Tell how you responded and why. Describe the short-term outcome. 2. Tell what you would do again and what you would change. Explain why. | 50 points a day-  35 for Lesson Plans  15 for Reflections |
| Resume  DUE:  9/26 | Write a resume for the purpose of obtaining a teaching position. Submit on Canvas.  *COE Interview Day: 10/5 by COE* | 10 points |
| Clinical Educator, Supervisor, and Self- Evaluations | Please provide appropriate forms to your assigned clinical educator at least a week in advance. Be sure to complete all demographic information prior to providing the forms to your educator(s).  Make sure all forms contain signatures before uploading to Canvas.  Classroom Observations (4):  Your clinical educator and university supervisor will observe the same teaching segment and complete the following forms separately. You will also complete a self-assessment using each of the forms.   * Planning for Instruction Assessment * Pedagogical Content Knowledge Observation * Classroom Observation Form   Note: It may be necessary for the teaching segment to be recorded if both parties are not able to observe at the same time. In this case you will submit the *Observation Submission Form* to your supervisor when you upload your video.  \*You will upload these assessments to Box.com within a week of the observation. Notify supervisor when you have completed in the Observation assignments on Canvas.  Midterm and Final Evaluations: To be completed by clinical educator, supervisor, and candidate via self-eval.   * Holistic Assessment of Candidate Performance * Personal and Professional Dispositions Assessment (PPDA)   \*You will upload these assessments to Box.com. Notify supervisor when you have uploaded in the Midterm and Final evaluation assignments on Canvas.  Additional evaluations for early intervention placements are provided on Canvas and will be submitted at the end of the semester:   * EI Observation Form * Coaching Evaluation   \*You will upload these assessments to Box.com. Notify supervisor when you have uploaded in the Final EI evaluation assignment on Canvas. | Candidates must demonstrate an overall ***Implementation of Professional Practice/Competent* on all key assessments by the end of clinical residency in order to pass**. |
| edTPA  DUE:  See COE handbook for edTPA submission deadlines  Box submission due:  11/28 | Candidates must complete and submit the edTPA according to the guidelines established by the College of Education. Mandatory meetings will be held throughout the semester to guide you with the process.  After the edTPA is submitted for scoring, candidates will upload all parts of the edPTA with the exception of the videos to Box.  Fall 2022 submission dates:  10/6/22\*, 10/20/22\*, 11/3/22, 11/17/22, 12/1/22, 12/15/22  Recommended submission date: 10/6/22 to receive scores on 10/27/22 or 10/20/22 to receive scores by 11/10/22. | No points – Must complete to pass |

**Assignments to supplement educational experiences in the event of extensive quarantine or school closures**

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| Assignment | Description |
| Virtual Learning Units | Develop a unit of instruction for three content areas.  Each unit of instruction must include the following:   * Designed to be implemented over 10 days (i.e. 10 lessons) * Designed to meet the needs of the students in your current placement * Adapted to for e-learning * Designed to be completed without internet access (i.e. it does not have links to websites). * Assume that your students are given devices from the school district with all instructional lessons downloaded   The three content areas that must be completed are determined by your current placement.  Please see below:  Early Intervention/Elementary Majors   * Communication Skills * Gross Motor Skills (must include cognitive skills instruction) * Fine Motor Skills (must include cognitive skills instruction) * Can also include parent trainings   Collaborative Majors in K-6 setting   * Mathematics (including Functional Mathematics) * Reading (including Functional Reading) * Social Skills * Can also include Strategy Instruction for Content Area (ex. implementing a reading comprehension strategy or writing strategy in Social Studies class or teaching a mnemonic strategy or CRA in mathematics class)   Collaborative Majors in 7-12 setting   * Mathematics (including Functional Mathematics) * English Language Arts (including Functional ELA) * Transition Skills * Can also include Strategy Instruction for Content Area (ex. implementing a reading comprehension strategy in History class or teaching a mnemonic strategy in Algebra class) |
| Additional Assignments, Trainings, and Certifications | Additional alternate assignments and training and certification requirements will be announced if necessary. All activities will be determined based on availability and relevance to candidates. |

* 1. Grading and Evaluation: Grades will be either S (Satisfactory) or U (Unsatisfactory). Final grade will be determined by observational ratings conducted by the university supervisor and the clinical educator(s) as well as the timeliness and quality of assignments. A standardized instrument is utilized for the evaluation of the candidate’s performance during classroom observations. See the College of Education Clinical Residency handbook for specific College of Education criteria for completion of clinical residency.

Students may withdraw without grade penalty until the 15th class day and until mid-semester (although a W will appear on your transcript if you withdraw between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class say will pay a course drop fee of $100. This includes dropping one section to add a different section. Be sure you are registered for the correct section for your major/grade level.

In order to earn a Satisfactory in the course, the following criteria must be met:

* 85-100% of points on assignments were earned and all final evaluations contained all ratings in at least the *Implementation of Professional Practice* Indicator and *Competent* level
* All assignments were submitted
* Revisions were made to assignments until they were considered satisfactory and points were assigned
* All policies in the syllabus, COE handbook, and special education student handbook were followed
* All days/hours were completed/made up prior to the end of finals week
* All Clinical Residency Portfolio components and final attendance were submitted to Box.com
* edTPA was submitted for scoring following the COE guidelines

Failure to meet all of the listed criteria will result in a U for the course.

9. **Class Policy Statements**:

*Any graded work submitted throughout the semester may be used in future iterations of the course as*

*examples to future students. Such work will be anonymized and identifying information removed. If a*

*student does not wish their work to be used in this manner, they may opt-out by contacting the instructor.*

Participation: Candidates are expected to participate in all class discussions and participate in all activities. Candidates should not be on electronic devices during university meetings or during time at their actual site. Assignments are due according to the dates provided. Unexcused late assignments are not acceptable. It is the candidate’s responsibility to contact the university supervisor if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work.

Attendance: Attendance at clinical residency meetings is required. All days of clinical residency must be completed. All absences must be excused. No more than 2 excused absences are permitted. Candidates must contact university supervisor and clinical educator to inform of any absence or tardiness in advance. All absences must be made up prior to the end of the final examination period with approval from university supervisor and clinical educator. At the discretion of individual university supervisors, verified absences may be excused under unusual circumstances (see the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies)). In order for any absence to be considered excused, the university supervisor must be in receipt of the original documentation within seven days from the date of the absence.

**See COVID Related Policies at the end of this document for additional details.**

Excused Absences: Candidates are granted excused absences from class for the following reasons:  Verified illness of the candidate or serious illness of a member of the candidate’s immediate family, the death of a member of the candidate’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, military orders, and religious holidays. Candidates who wish to have an excused absence from this class for any other reason must contact the university supervisor in advance of the absence to request permission.  The university supervisor will weigh the merits of the request and render a decision. The candidate must notify the university supervisor prior to the occurrence of any excused absences. In no case shall such notification occur more than one day after the absence.  Appropriate documentation for all excused absences is required and must be received as soon as possible but no later than 7 days from the absence. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

Assignments: Assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional which includes carefully following directions. All assignments must be completed and submitted on Canvas and revised until acceptable. Revisions are due within 3 days and should be made in a different color. Late assignments will have 10% of possible points deducted per day the original submission or revision is late. More than 2 late assignments will be considered a failure to meet the professional disposition standard related to meeting deadlines.

Communication: Candidates are expected to check tigermail and Canvas daily and respond to communication within 24 hours. Tigermail is the official form of communication for Auburn University. Requests for revisions to assignments will be made on Canvas. Revisions are due within 3 days. Be sure to set up your notifications in Canvas to alert you when an announcement is posted, an assignment is due, a grade is released. Here’s how: [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642)

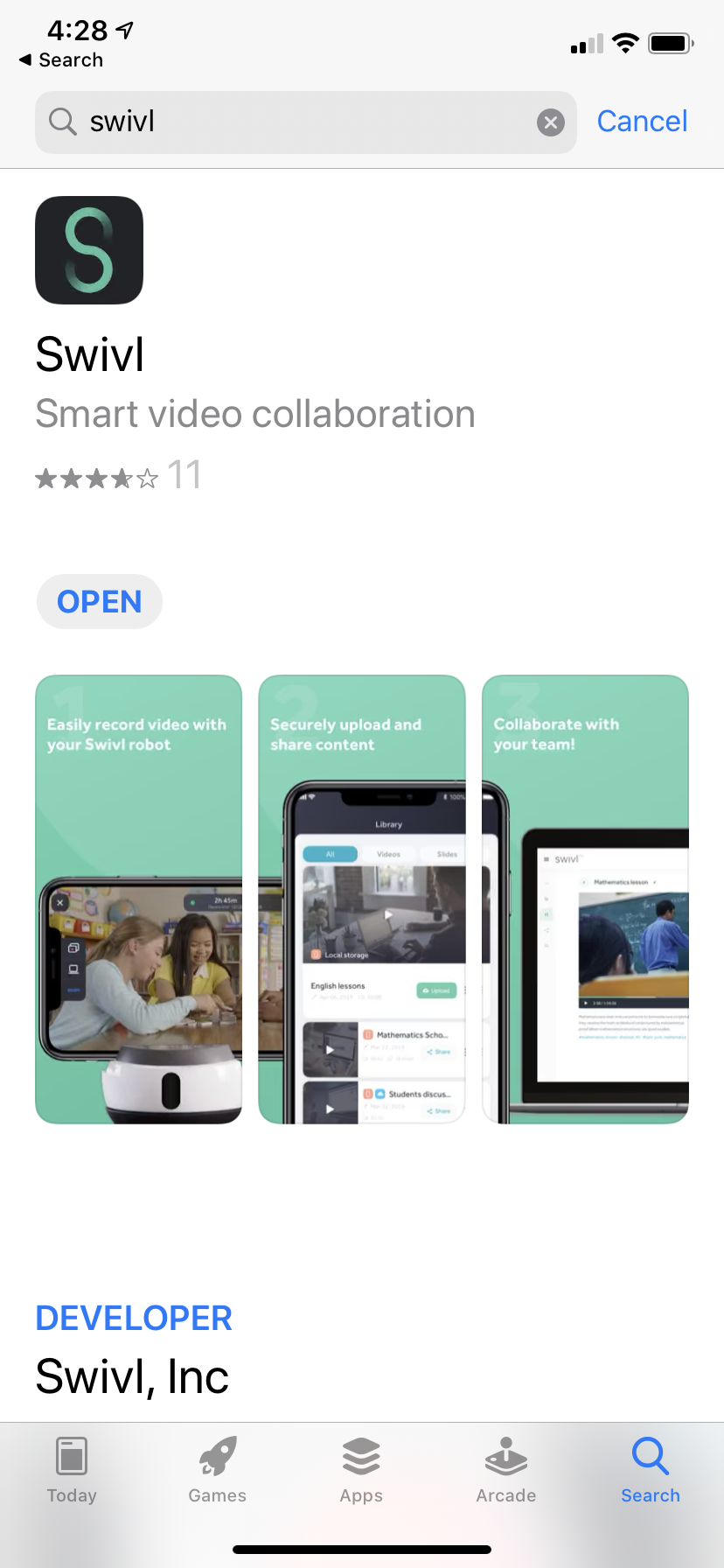
Zoom/WebEx policies: When we meet on Zoom, and in the event you participate in virtual instruction via any other livestream services, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on (face in view) and your microphone muted when you are not speaking unless otherwise directed. Although you may be participating from your domicile, our Zoom/webex meetings are professional interactions. You should dress and behave as you would in a normal face-to-face classroom. To the extent possible, please minimize distractions in the background. I and your clinical educators reserve the right to dismiss anyone from a Zoom/Webex meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom/Webex, please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me. Also, in order to protect and maintain confidentiality of the students and schools you serve, zoom/webex participation should take place in a setting where privacy can be ensured.

Online Document Storage: Box.com is used to store documentation from all of your field experiences. Your supervisor will create a folder for you during your first practicum. In order to access your folder, you are required to activate your free box.com account through Auburn University. [Link to establish Box account](https://auburn.service-now.com/it?id=kb_article&sys_id=18fa98f9db559f804d1a77e9af9619e6)

Virtual Observations:You may be required to record or live stream one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading, streaming, and confidentiality protection. It is recommended that you practice these steps prior to your planned live streaming or recording to avoid any problems. You will need the swivl app on your device, a free swivl account, and an activated box.com Auburn account. When possible, a recording device will be provided to you on loan. This device and any accessories must be returned in good condition after each use. Failure to return equipment in good condition will require replacement of the equipment in order to receive a grade for the course.

Swivl:

1. Set up a free account with SWIVL. You should be able to do the SSO login option so you can log in with your auburn credentials. [Link to SWIVL Sign Up](https://cloud.swivl.com/register/)
2. Download the SWIVL app on the device you will use to record if a device is not being provided to you.



Recording:

First, you will record the teaching segment. Next, you download the .mp4 file and upload it to Box.com to your Field Experience documentation folder created by your supervisor. Email your supervisor when it has been uploaded. Remember, you must protect the confidentiality of your learners at all times. The video must be deleted from your device and Box after your supervisor has reviewed it.

Please note: some schools require special permission to video learners. It is your responsibility to consult your clinical educator to determine if parent consent is needed. A letter can be provided for you to send home in advance. Please request the letter at least a week in advance of your planned recording date. Also note that instructions are provided on Canvas on blurring faces in videos to protect confidentiality.

Livestreaming:

If a video recorded observation is not possible due to school partner regulations, an electronic observation might be conducted using Zoom so no recording of the teaching segment is required. Livestream observations may be utilized on other occasions as well. Livestreaming on zoom can be performed using the swivl app on a device that has access to the internet.

Professionalism: As faculty, staff, and candidates interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Dress Code: Auburn candidates project the image of their own emerging professionalism and the overall program. Attire that could present a health or safety problem or could be disruptive is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory for all candidates participating in clinical experiences, practica, and clinical residency. These regulations are based on those of schools and early intervention programs in which completers of the program will be working.

1. Candidates keep their hair clean, groomed, and away from the eyes and face.
2. Candidates wear closed-toed shoes/foot garments.
3. Candidates are neat and clean at all times.
4. Clothing is clean and in a state of good repair.
5. Clothing and personal items are free of logos, words, draws, pictures, and other images. **Exceptions:** Auburn University related logos covering an area of less than 3 square inches.
6. Clothing covers the body in a professional manner. No leggings.
7. Tattoos and non-traditional piercings – must abide by school system guidelines.
8. School system dress codes must be followed at all times.

Forms of Address: Names and Pronouns

Our institution's non-discrimination policy includes gender, gender identity, gender expression, sexual orientation, and sexual identity, and requires all Auburn-affiliated personnel to take reasonable steps to ensure equitable experiences. One way we can support self-identification is by honoring the name and pronouns that each of us go by. Many people (e.g. international students, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Accommodations for Candidates with Disabilities: Candidates who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). If your accommodations will be needed at your clinical residency site, you should also arrange a meeting with your clinical educator to discuss.

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Auburn University Policy on Classroom Behavior: *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the field experience).* “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.” (See Student Policy eHandbook at www.auburn.edu/studentpolicies)

Resolving Concerns Regarding Clinical Residency:

Work with your clinical educator and university supervisor to resolve clinical residency concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your clinical residency. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor apprised of the situation. If an issue relates to clinical residencies requirements or supervision, share your concerns with your university supervisor. If issues are not resolved through these efforts, share your concerns with the person in the next level of authority at the institution.

AU Academic Grievance Policy: Auburn University students have access to a procedure for redress of grievances resulting from the actions of faculty or administrators.  Students who desire to file a grievance should review their options described under the [Student Academic Grievance Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/StudentAcademicGrievancePolicy.pdf).

Instructional Contingency Plans: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs an addendum to your syllabus and/or course assignments will replace the original materials.

**COVID Related Policies**

*These statements are subject to change as additional guidelines and policies are released by the country, state, city, university, and school systems.*

All AU polices related to Covid-19 will be followed in this course. Stay up to date with policies as announced by AU and listed in the Covid Resource Center. All policies are subject to change.

Assignments/schedule subject to change due to pandemic:

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, or tigermail, and all assignment due dates will be updated.

Attendance:

If a student cannot attend due to COVID-19 related absences (e.g., isolation, quarantine, illness):

Follow the COE and Special Education COVID Decision Tree Procedures posted on Canvas. Candidates are expected to follow Auburn University, COE, and school system guidelines for quarantine, isolation, and re-entry into classroom settings. If possible, you should continue participation in your assigned placement and class meetings virtually. All absences will have to be made up in order to earn credit for clinical residency. There are 10 school days available to make up missed days due to Covid-related absences. Extensive absences due to documented COVID-19 will be addressed on a case-by-case basis by the university supervisor in consultation with the Dean’s office. **In order to have a COVID-19 absence excused, students must follow the instructions in the Covid-19 decision tree and provide documentation when requested.**

If no one can attend due to COVID-19 related closures/absences:

In the event that AU ends face to face instruction for the semester, you will be expected to follow and participate in the method of instruction employed by your clinical residency sites. If your schools are still providing face-to-face instruction, then you will be expected to do the same. If your schools move to virtual or remote instruction, you will do the same. Alternate assignments and activities may be provided in order to assist you in satisfying requirements for clinical residency in the event of school closures. Requirements to earn teaching certificates are established by the Alabama State Department of Education. The Auburn University College of Education and your program faculty will be in communication with the ALSDE and will do everything they can to help you meet requirements in the case of school closures. However, it is possible that due to factors outside of our control, you will have to complete steps to earn your teaching certificate after the semester has ended.

Any disruptions in your placement due to COVID-19 should be addressed with your university supervisor immediately. Please remember, you are required to be full-time in the school for a full semester in the teaching field for which you are seeking certification. If there is an unavoidable reduction of the full semester due to COVID-19, you will be notified by your university supervisor per guidance from the Dean’s office.

In the event of school or university closures due to COVID-19, it may become necessary to adjust assignments accordingly. An alternate assignment table will be provided in the event one is needed. The alternate assignments will be discussed in a clinical residency meeting. It is your responsibility to read the changes and discuss and questions you might have with your university supervisor.

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may be adjusted accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of this course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet.

If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

Health and Well-Being Resources:

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinical (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic. (Links to an external site.)](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs (Links to an external site.)](http://wp.auburn.edu/scs/).

# Syllabus Signature Statement

I have read and reviewed the **RSED 4920 Special Education Clinical Residency Syllabus, the COE Clinical Residency Handbook, and the Special Education Handbook for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in these documents.** I understand that it is my responsibility to ensure that I am following the policies and procedures and meeting all requirements in order to pass clinical residency and protect confidentiality for my learners and any information pertaining to them.

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Candidate Signature Date